




New Indian Model  
School

 Curriculum: CBSE

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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## School information



General information	
Location	Al Garhoud
Type of school	Private
Opening year of school	1980
Website	www.nimsdxb.com
Telephone	00971-4-2824313
Address	P O Box 3100, Garhoud, Deira, Dubai. UAE
Principal	Dr. Mohammed Aslam Khan
Language of instruction	English
Inspection dates	24 to 27 October 2016

Teachers / Support staff	
Number of teachers	364
Largest nationality group of teachers	Indians
Number of teaching assistants	3
Teacher-student ratio	1:18
Number of guidance counsellors	3
Teacher turnover	14%

Students	
Gender of students	Boys and girls
Age range	4 - 17
Grades or year groups	KG 1 - Grade 12
Number of students on roll	6744
Number of children in pre-kindergarten	NA
Number of Emirati students	0
Number of students with SEND	100
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE / CBSE - i, Kerala State
External tests and examinations	CBSE, CBSE -i, Kerala board
Accreditation	none
National Agenda benchmark tests	IBT



## The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

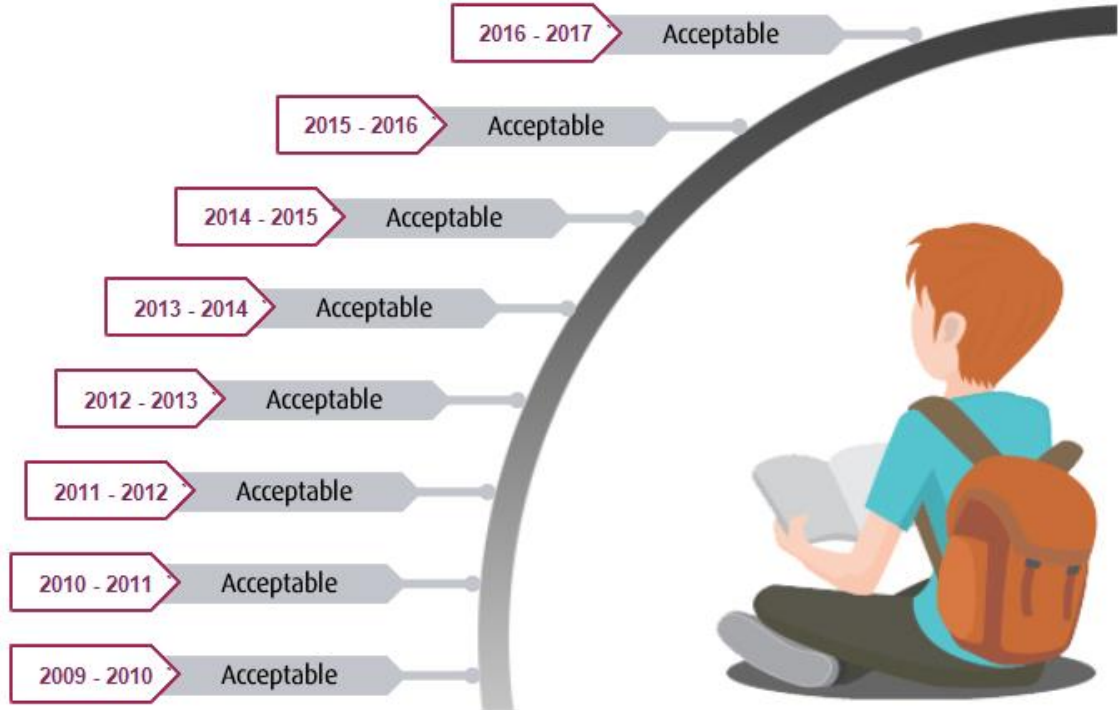
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

<b>Outstanding</b>	Quality of performance substantially exceeds the expectation of the UAE
<b>Very good</b>	Quality of performance exceeds the expectation of the UAE
<b>Good</b>	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
<b>Acceptable</b>	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
<b>Weak</b>	Quality of performance is below the expectation of the UAE
<b>Very weak</b>	Quality of performance is significantly below the expectation of the UAE

## Inspection journey for New Indian Model School



- The school opened in 1980 serving a large population of students aged four to 17 years of age. The principal has led the school through most of the schools inspections since 2009. Teacher turnover overall is 14 percent in the current year but is variable from phase to phase, having most impact in the primary phase.
- Whilst the school has remained acceptable in its overall effectiveness since the first inspection in 2009, improvement is evident. In the Kindergarten (KG) and the middle phase of the school continuing improvements in provision are resulting in improved attainment and progress year on year. In recent years improvement has also been acknowledged in the support and guidance provided for students and in leadership, including governance.
- Recommendations of inspections have repeatedly focused on improving the quality of teaching, assessment and the school's self-evaluation. This has, in the last two years, been focused primarily on improving the quality of provision and outcomes for students in the primary phase and in Arabic throughout the school.



## Summary of inspection findings 2016-2017



**New Indian Model School** was inspected by DSIB from 24 to 27 October 2016 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are at least good in most subjects in the KG, middle and secondary phases. Throughout the school in Arabic as an additional language, attainment and progress are acceptable.
- Most aspects of students' personal development are outstanding in all phases. Students have an exceptionally well-developed understanding of Islamic values. In the primary and middle phases students' ability to initiate projects although very good is not as well developed as that seen in the secondary phase.
- Teaching is good in most phases and subjects. The exception to this is in the primary phase and Arabic throughout the school, where teaching is overall acceptable with some significant weaknesses. Teachers' ability to assess how well students are doing is variable. Most weaknesses are seen in the primary phase where the majority of teachers do not accurately measure how well students achieve.
- The school curriculum is well matched to that of the school licence. Modifications to meet the needs of students of different ability are not well enough embedded into lesson delivery in the primary and middle phases in particular.
- Systems for the protection, care and guidance of students are good. Students, including those with special educational needs and disabilities (SEND) are well cared for within this inclusive school.
- Leaders and the governing board know what the school needs to do to improve. However, inaccuracies in data relating to the quality of teaching and student attainment are providing an over optimistic evaluation of the schools work. This is slowing the rate of improvement especially in the primary phase.

### What the school does best

- The well-developed curriculum and assessment processes that result in good learning in the KG.
- The attainment and good rate of progress in most subjects in the middle and secondary school phases.
- The outstanding personal development of students, including their attitude to learning, behaviour, relationships and attendance.
- Students' understanding of Islamic values and awareness of Emirati culture and how they use this to impact on their daily lives.

### Recommendations

- Improve the impact of teaching on student learning, especially in primary by:
  - developing teachers' ability to plan lesson objectives and tasks that not only increase knowledge of the subject but provide opportunities to develop understanding and skills
  - ensuring that teachers provide students with good quality oral and written feedback to help them understand what they need to do to reach higher standards of attainment.
- Improve the accuracy of teachers' assessment of learning by:
  - consistently checking what students know and understand, through the use of observation, effective questioning and tasks that require students to apply what they have learnt in a range of different ways.
  - ensuring that teachers consistently use the information gained from assessing students' work to modify tasks so that all students are supported or challenged to make good progress from their varying starting points.
- Improve the accuracy and impact of the school's self-evaluation by:
  - ensuring that teachers' assessments of students' attainment, takes into account the full curriculum standard for the grade and are based on checks of students' understanding and skill as well as knowledge.
  - making stronger links, when monitoring teaching, between what is taught and the impact this has on student learning.

## National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment based on the National Agenda Parameter benchmarks is inconclusive, as the data is not statistically reliable.
- The school does not fully meet the registration requirements for the National Agenda Parameter.
- Leaders have carried out analysis of the results of the National Agenda Parameter tests taken by students during 2015-16, to identify topics to be incorporated into the school's curriculum. However, as too few students participated in these tests, the outcomes are unreliable.
- The school has aligned its curriculum in all grades to ensure there are now opportunities for students to develop the skills needed to be successful in meeting National Agenda targets. The implementation of these modifications is not yet consistent enough and varies across phases and subjects, although it is stronger in science.
- Teachers do not provide students with enough opportunities to develop critical thinking skills and evaluate their findings. Opportunities for students to determine their own lines of enquiry as a result of extracting information for themselves are too few, although more frequent in science. Application of learning to real life situations is included in most lesson plans but often does not contribute well enough to learning.
- Students' ability to think critically, investigate and draw conclusions are not well developed. Other than in science, teachers typically provide methods to follow or the required data and information. This limits opportunities for students to further extend their skills.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.



## Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









## Promoting a culture of innovation:

- Students have a strong work ethic but the school is still developing its understanding of how to facilitate student independence and innovation. Training has been provided for teachers on critical thinking, enquiry and innovation skills but this is not consistently evident in classroom practice. Attempts are being made to adapt the curriculum to encourage more of a skills-based approach, but this is not yet having any positive impact.. Leaders do not have a well-developed understanding of the innovation agenda or the importance of this to the advancement of the Emirates' priorities.

## Overall school performance

Acceptable

## 1 Students' achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
English 	Attainment	Very good ↑	Acceptable	Good	Good
	Progress	Very good	Acceptable	Good	Good
Mathematics 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science 	Attainment	Good	Acceptable	Good ↑	Very good ↑
	Progress	Good	Acceptable	Good ↑	Very good ↑
		KG	Primary	Middle	Secondary
Learning skills		Good	Acceptable	Good	Good

## 2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Very good ↓	Very good ↓	Outstanding

## 3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Good	Good
Assessment	Good	Acceptable	Good	Good

## 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good ↑	Acceptable	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	Good

## 5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Very good ↑	Good ↑	Good ↑	Good ↑


## 6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable

# Main inspection report



## 1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Very good ↑	Very good
Mathematics	Good	Good
Science	Good	Good

- The school's assessment information indicates that a large majority of children are attaining above curriculum standards in all areas of literacy. This is supported by evidence in lessons. The integrated curriculum provides good cross-curricular links and allows children to use their speaking, listening, reading and writing skills in all content areas. The children consistently use their writing skills to label and write sentences about their observations and predictions in both mathematics and science. This results in very good progress during lessons and in work overtime.
- The school's data, observation of lessons and children's work confirm that the majority of children's mathematical knowledge and skill are above expected curriculum standards. The majority have above age-appropriate number and operation knowledge and are able to demonstrate their understanding of measurement, geometry, addition and subtraction. Children's ability to apply their knowledge and skills in real world applications results in good progress from their starting points. However, a lack of challenge both in the curriculum and the lessons prevents them from developing a deeper grasp and application of their learning.
- In science the majority of children have a good understanding of the world, which is above curriculum standards. They make better than expected progress in lessons as they use their curiosity and sense of wonder to investigate scientific concepts. Their understanding of the weather, living and non-living things and a healthy lifestyle is progressing well as shown in the school's assessment data. The children are able to use basic observation skills to discuss and write about their learning but enquiry and investigative skills are still in the early stages of development.

Primary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Acceptable	Acceptable

- School internal data shows that a large majority of the students attain levels in Islamic education above curriculum standards. In lessons and work samples, a majority of them attain levels that are above Ministry of Education (MoE) curriculum expectations. They have strong levels of understanding of the Five Pillars of Islam. They can recall and apply steps of Salah (prayer) and understand meanings of prescribed Hadeeths (prophet's sayings) and verses from the Holy Qur'an. The majority of students make good progress in lessons. Girls make better progress than the boys.
- In Arabic as an additional language, school internal assessments show that the attainment of most students is above curriculum standards. However, in-class observations and students' work, the listening and reading skills of most students meet rather than exceed curriculum expectations. Students make acceptable progress but rely on the teacher's translation in order to understand topic details. Few students speak with confidence but can engage in short conversation in familiar contexts. The majority of students are able to read a range of sentences and match sounds to letters. Their writing skills are underdeveloped.
- School assessment data indicates that the large majority of students attain above the school's curriculum standards in English. This is not evident in lessons or in students' work where most students' attainment is in line with curriculum standards. They make acceptable progress in lessons and over time and demonstrate expected skills in speaking, reading, and writing. Students are unable to apply their learning of English in other key subjects. Their progress is slow in developing their ability to analyse poetry and literature critically and write creatively.
- The attainment, based on internal assessments of the majority of students, is above the curriculum standards in mathematics. This is supported by evidence seen in lessons and in students' work. Students make good progress in lessons and over time to develop skills in a range of mathematical topics. However, there is some variability in students' progress and levels of attainment in different classes and between grades.
- At the end of the primary phase, internal examinations indicate that almost all students attain above curriculum standards. However, during lessons and in the quality of students' work, there is noticeably more variation and overall acceptable levels of attainment. Progress remains only acceptable because although a large minority of students display an increasing grasp of enquiry skills, these are limited to observing and recording. Too many students are not yet developing all necessary scientific enquiry skills.



Middle		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good ↑	Good ↑

- In lessons and in students' work in Islamic education a majority of students demonstrate levels of understanding that are above MoE curriculum standards. Students understand the Holy Qur'an structure and can derive meaning from its verses. They can refer to the Prophet's (PBUH) sayings and the support evidence of Islamic rulings. They have strong understanding of Islamic laws such as those related to Friday prayers. A majority of the boys and girls make good progress in lessons and over time, as evidenced in work samples.
- In Arabic as an additional language the school's internal assessments indicate most students attain levels that are above the MoE curriculum standard. However, in lessons and in their work, students' progress is acceptable in developing basic language outcomes. Most students understand teachers' instructions. However, their speaking skills are limited to repeated sentences in familiar contexts. When they engage in simple conversation, students often require assistance. Their reading comprehension is limited to familiar contexts. Their progress in writing is limited when compared to their starting points.
- The majority of students attain literacy levels that are above curriculum standards according to the school's internal data in English. This is confirmed in students' work over time and in lessons. For their age they have well-developed skills in oral and written language. The majority of students make good progress in relation to their individual starting points. Lessons and work samples show good achievement of the learning objectives in speaking, listening, writing and reading.
- The majority of students' attainment in mathematics is above the curriculum standards. The school's internal assessment data confirms this. Analysis of the quality of work in students' books and visits to lessons indicate that the majority of students make better than expected progress. The majority of students demonstrate above expected skills and abilities in a range of age appropriate mathematical concepts which, reflects the good progress that they make.
- At the end of the middle phase, internal examinations indicate that the majority of students attain above curriculum standards in science. During lessons, a majority of students display a good grasp of scientific method; predicting, observing, recording and analysing results. Some Grade 7 students can design a simple experiment to investigate shadows. Some Grade 8 students acquire key laboratory skills, but rely on teacher directions for each stage of the investigation. Almost all students make good progress in skill acquisition and in fulfilling the learning objectives during most lessons.

Secondary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good ↓
Science	Very good ↑	Very good ↑

- A majority of students attain levels in Islamic education that are above MoE curriculum standards in lessons, in examples of student work, and in the school's internal assessments. They understand the meaning of the verses in the Holy Qur'an and can match and compare them with relevant Hadeeth. They demonstrate high levels of understanding of Islamic values and their impact on Muslim society such as charity without paying money. A majority of students make good progress in lessons and over time.
- In Arabic as an additional language, most students attain levels above curriculum standards, based on the results of school's internal assessments. However, in class observations listening and speaking are at the expected curriculum standards. Most students can engage in simple dialogue. The majority of students can read Arabic text aloud, but few can meet the required expectations of understanding the text. Overall, most students make acceptable progress, measured against the lesson objectives and their starting points.
- The large majority of students attain standards that are above curriculum expectations in both internal and external board examinations in English. This is evident in lessons and in their work over time. The majority of students make good progress in reading, writing, speaking, and listening skills. Boys and girls in Grade 12 are able to analyse themes in poetry, debate opinions and write an analysis with confidence as independent thinkers. These skills, however, are not fully embedded in learning in all grades in secondary.
- Students' attainment in mathematics is variable in different grades across a range of board examinations. Whilst most Grade 10 students attain above curriculum expectations in the CBSE board examination, this is not sustained in Grade 12 where most attain in line with expectations. Students' work in lessons and over time indicates that the majority make good progress in the development of knowledge and methods to attain standards that are above expected levels. Students' conceptual understanding is weaker and slows their progress in the application of knowledge.
- External examination results in both Kerala and CBSE curricula illustrate that most students attain above curriculum standards in science. During lessons, a large majority of students progress well to reach above curriculum standards. They use their understanding of scientific enquiry in classroom work. The method of constructing their own hypotheses then designing experiments to test them is being developed to deepen their grasp of scientific investigation processes.

	KG	Primary	Middle	Secondary
<b>Learning skills</b>	Good	Acceptable	Good	Good

- Most students demonstrate positive attitudes to learning. In KG most children are enthusiastic and responsive learners and consistently demonstrate a sustained focus and engagement in learning. Students in middle and secondary increasingly take responsibility for their own learning, for example, through the use of their own technology devices. In primary students are often passive learners reliant on teacher instruction.
- In all phases students are willing to co-operate and listen to others' opinions. In most lessons the older students are able to explain their learning and support one another in solving problems or in the sharing of information. In the primary phase, group work engages the most able or confident students as they complete the task while others are less involved.
- In most lessons opportunities are provided for students to consider how they can apply their learning to real life situations. When this is most successful, for example, in Islamic education, students develop a good understanding of how to use learning to influence how they should live their lives.
- The ability to think critically, investigate, draw conclusions and suggest innovative solutions continues to be the weakest element of students' learning skills. Whilst most students know how to use learning technologies, few do so without instruction from their teachers, particularly in primary.

## 2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
<b>Personal development</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students have positive and responsible attitudes towards their learning. Most students can work independently and collaboratively with their peers when given the opportunity. Older students develop a very strong sense of personal responsibility.
- Students throughout the school are very well-behaved inside and outside the classrooms. Although a few parents expressed concern about bullying, students confirm that this is extremely rare.
- Students are respectful of both peers and adults, and this fosters positive relationships between them. Students lead thematic assemblies to reinforce this respect and raise student awareness of the needs of others.
- Students have an excellent commitment to maintaining a healthy lifestyle through healthy eating and keeping fit by participating in a range of physical activities. Students' awareness of healthy living is developed through classroom instruction and a variety of school events.
- Attendance in all grades across the school is exceptional and almost all students are punctual in arriving to lessons.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school, students demonstrate an excellent understanding of Islamic values and their relevance in UAE society. They describe Islam as a way of life and talk about the values they have learned such as modesty, compassion and tolerance. Many of them explain how all people in the school are treated equally and respectfully regardless of their religion or origin.
- Most students show excellent understanding of Emirati heritage and culture. They explain how Dubai has grown rapidly to become one of the most important world cities. They describe Dubai as 'a pearl' and 'the best tourist destination'. They also talk about the cultural activities they do in the school and celebrations such as Eid Al-Fitr, Eid Al-Adha and National Day.
- Students across the school have a great appreciation of cultural diversity in Dubai. They celebrate their own culture and are keenly aware of cultural differences. Many of them can talk about the things they have learned about other cultures, such as Chinese food and Japanese dress. However, students' overall knowledge of international cultures is relatively weaker than that of their own.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Very good ↓	Very good ↓	Outstanding

- Students understand well their roles and civic responsibilities in the local and the wider communities. The secondary student council makes significant contributions to the school, taking part in many projects such as Breast Cancer Awareness, NIMS Radio and the Anti-Smoking campaign. Students in primary and middle contribute to the community when led, but rarely initiate their own activities.
- Students have a very good work ethic. They have a clear understanding of the requirements needed to achieve their academic and career goals. Students, particularly in secondary, display their enterprising skills through a range of activities such as NIMSMUN 2016 (New Indian Model School Model United Nations).
- Students demonstrate a strong understanding of environmental sustainability. It is particularly strong in KG, where they are aware of the many ways in which to improve the school and local environment. They take part in a range of projects such as the Clean-up Campaign and the Green School project.

### 3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Good	Good

- Most teachers across the subjects and phases have secure subject knowledge. Some Arabic and English language teachers have poor pronunciation. The majority of teachers in KG, middle and secondary phases have a good understanding of how children learn, although this is inconsistent in Arabic. Primary teachers in most subjects impart knowledge but lack the expertise and experience needed to build students' understanding and skills.
- KG teachers plan lessons and use materials that engage children in active learning. Lesson planning follows a standard format, with time and limited resources used well in most subjects and phases. Too often plans are not fully implemented in primary, slowing student progress. Learning technologies are beginning to play a role, especially in mathematics and science in middle and secondary phases.
- Teacher-student interactions are positive, but teachers' questioning skills are variable. There is a significant lack of teachers' oral and written feedback to assist students to improve. In the best lessons, open-ended dialogue encourages greater depth of response. In some lessons teachers revert to more limiting, closed questions. This is a particular weakness in primary.
- KG teachers employ multiple strategies to extend understanding and integrate learning. These teachers ensure younger children's literacy skills help them with scientific vocabulary like 'predicting'. This beginning is not built upon well by teachers in primary. Arabic teachers set low expectations for students. In other subjects, strategies are planned, but inconsistently applied to meet the needs of different groups.
- Limited strategies and questioning skills in Arabic hinder enquiry, reflection and critical thinking. Primary teachers in most subjects rarely develop innovation or independent learning. Teaching in other phases is beginning to encourage the development of these skills but it remains inconsistent. Teaching does not enable students in enough lessons to analyse, research information or apply transferable skills across subjects.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Good	Good

- The school's internal assessments are aligned to the licenced curriculum in English, mathematics and science. Whilst in most phases this provides valid and consistent measures of student attainment, this is not the case in primary. Too many teachers in this phase do not have the expertise or strategies needed to accurately assess the depth of student understanding.
- The school benchmarks students' academic outcomes through external national examinations aligned to the school's curriculum standards in Grades 10 and 12. The attainment of a minority of students in each grade is benchmarked against international expectations. This is not sufficient to provide reliable



comparisons. No external benchmarks are used to compare academic outcomes in KG or in Arabic and Islamic education.

- Assessment information relating to progress that students make is gathered throughout the year in all phases. In the KG, middle and secondary phases, this for the most part, provides a secure picture of students' attainment and progress. Due to weaknesses in the assessment process, together with a lack of teacher expertise, assessment data in primary is mostly inaccurate.
- The use of assessment data when planning tasks to match students' different learning needs is inconsistent, especially in primary. Teachers plan different tasks based on their knowledge of ability groups but these are not always refined well enough to ensure that students make good progress from their different starting points.
- Most teachers have detailed knowledge relating to the strengths and weaknesses of individual students. This is not consistent in primary. The school is gathering sophisticated information about students' potential and cognitive ability. Because this has been recently introduced, it has yet to have impact on decision making and lesson planning to ensure that all students realise their full potential.

#### 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good ↑	Acceptable	Good	Good

- The curriculum is reasonably balanced and based on a clear rationale of shared values. It follows the requirements of the school's licensed curriculum. In KG, the curriculum has a clear focus on the whole child including personal, social and physical development. In primary the curriculum is mainly knowledge-based and does not give enough attention to conceptual understanding or skill development.
- The curriculum provides well for continuity and progression across all grades. In KG it is well planned from KG1 to KG2 and then to first grade through a bridge programme. In science, open and regular communication between teachers ensures that the curriculum is continuous and progressive. However, in Arabic there are few links in lessons with previous knowledge and daily life.
- Students have a wide choice of curricula and subjects such as marketing, entrepreneurship and painting. Computer application for students following the Kerala board curriculum further broadens the opportunities for career choice for the senior students.
- An integrated curriculum allows children to develop their interests and learning styles through cross-curricular links in KG. In primary, links are planned but not always meaningful and therefore, do not extend learning. In Arabic cross-curricular links provide only limited opportunities for students to develop independence. In science, cross-curricular enquiry-based learning contributes well to progress in middle and secondary phases.
- The school curriculum is reviewed each year and modifications are made based on the analysis of internal and external assessment results. This has resulted, for example, in making the science curriculum more skill-focussed.
- UAE social studies is taught once a week in all classes as a stand-alone subject after KG, using MoE prescribed books as the main resource. A variety of activities engage students. Assessments are

made at the end of each term. Although projects are undertaken, the curriculum is mainly knowledge-based, with opportunities missed to develop students' skills such as enquiry and research.

	KG	Primary	Middle	Secondary
<b>Curriculum adaptation</b>	Good	Acceptable	Acceptable	Good

- Most lesson plans indicate how the curriculum is modified to meet the needs of students of differing ability. Too often in primary and middle phases a variety of worksheets provide different tasks but do not sufficiently vary the degree of difficulty within the learning intention. As a result, students are not provided with the appropriate support or challenge to ensure good progress.
- In KG and secondary phases the curriculum is well planned to engage and motivate students to make good progress. Extra-curricular activities effectively contribute to students' personal development. Opportunities for community service and the development of entrepreneurial skills are evident in secondary. There is little evidence of this in primary and middle phases. The newly created discovery room is not yet used effectively.
- The UAE culture and values are appropriately promoted in lessons and through project work in all phases. Student knowledge and understanding of UAE values and society are particularly well developed in Islamic education lessons.

## 5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Good	Good	Good	Good

- The school has effective procedures for safeguarding students. Staff have undergone training in child protection and a cyber-safety policy has recently been introduced. Not all staff and students are fully aware of this policy which limits its effectiveness.
- Staff supervise students well throughout the school day. Safety arrangements for bus transport meet requirements. The issue of bus fumes is addressed with engines running for a limited time but a more comprehensive and long term solution has not been found. Regular fire drills to practise evacuation procedures are implemented. Students and staff know what to do in an emergency. Risk assessments do not fully identify maintenance issues.
- School maintenance is carried out on an 'as needs' basis. There is no strategic plan for either regular systematic maintenance or specialised cleaning. Basic records are kept of routine maintenance but quality checks are minimal. The extensive work of the clinic is efficient and appropriate. This effectively supports the health and safety of both students and staff.
- The school premises are safe and secure. The school is wheelchair accessible on the ground floor. The small size of a number of classrooms, particularly for the large number of students in primary, limits innovative practical learning experiences.

- Provision to promote safe and healthy life styles are effectively built into the curriculum, most frequently and effectively through science classes and additional activities undertaken by the school clinic.

	KG	Primary	Middle	Secondary
Care and support	Very good ↑	Good ↑	Good ↑	Good ↑

- Staff-student relationships are marked by mutual trust; caring and respect are a characteristic of the school. Positive attitudes towards learning develop from KG onwards, resulting in outstanding student behaviour throughout the school.
- The school works closely with parents in monitoring student attendance and punctuality. It successfully promotes the clear and consistent link between regular class attendance and academic achievement. School counsellors work with families when student attendance becomes a concern.
- The school maintains an inclusive admissions process and accepts students with a range of learning abilities. An efficient system of practices and procedures is now in place to ensure the early and accurate identification of students with SEND as well as those that are gifted and talented.
- The SEND team has developed a range of appropriate interventions and accommodations to support the individual learning of each student who has a SEND or who is gifted or talented. The classroom application of these supports including the pursuit of individual learning targets is effective in the KG classes but requires further development in primary and middle phases.
- Classroom teachers monitor the wellbeing and personal and emotional development of their students. They are ably supported by the counselling service, which is available to provide additional assistance to students and their parents. Older students receive good personal guidance and advice regarding future career and post-school further educational options.

## Inclusion

### Provision and outcomes for students with SEND

Acceptable

- The governors and senior leaders promote an inclusive ethos. They recruit and deploy qualified and experienced specialist staff. A senior leader works effectively with the SEND coordinator and team to evaluate the provision and to plan improvements. Systems are in place to provide on-going support and professional development for teachers. However, the intended impact on improving classroom practice is insufficient.
- The school deploys an effective process which enables the early identification of students with SEND. However, a misunderstanding of the criteria for placement on the register has resulted in an under-reporting of students. The school is introducing a response to intervention model with three levels of intervention based on each student's individually assessed needs.
- The school involves parents in the planning of support and interventions for their children with SEND. They meet with SEND teachers regularly to receive progress reports and advice on how they can best support their children at home. Parents are invited to training courses and to attend counselling sessions with their children if needed.

- Curriculum modifications are developed to promote student engagement with learning activities appropriate to their individual needs and abilities. However, many teachers are unable to effectively use the modifications, implement individual education plan targets or design differentiated tasks that are challenging enough for students. As a result, students are often not engaged or active in their learning, and this inhibits their progress.
- School assessment data indicates that most students with SEND are making reasonable gains in their progress in relation to their identified needs. However, the practice of relying on internal academic testing to report progress is not adequate to provide quality data to determine actual levels of progress.

## 6. Leadership and management

### The effectiveness of leadership

Good

- Leaders at all levels, including the principal, are committed to UAE national priorities and have set a clear direction for the school to contribute to the aims of the National Agenda. The school's commitment to inclusion is evident in one of its prime objectives, 'to help each child individually through the educational process to realise their potential to the fullest extent'.
- Most leaders have a secure knowledge of the requirements of the school's licenced curriculum and of the skills that students need to develop to compete internationally in the world of work. In their own teaching practice, most leaders demonstrate how to create a positive learning culture in which students can make good progress and reach above expected standards.
- Regular communication and the sharing of good practice is resulting in some success, most notably across the KG classes. Through a clear management structure, responsibility for bringing about improvement in provision and in student achievement is delegated to subject and phase leaders.
- Most leaders have a broad understanding of the school's strengths and weaknesses. However, they are over optimistic regarding the impact of the actions they have taken to improve the quality of teaching, especially in the primary phase. This is limiting their capacity to bring about further improvement.
- Leaders have been successful in improving some aspects of school provision and, as a result, raising standards of attainment such as in secondary science. There is still much work to be done to bring provision and outcomes for primary students up to the levels seen in other phases of the school. The school is compliant with statutory and regulatory requirements.

### School self-evaluation and improvement planning

Acceptable

- The school understands the process of self-evaluation and has put systems in place to gather information from a range of sources both internally and externally. Internal processes relating to the assessment of how well students are attaining are limited by weakness in the ability of teachers in the primary phase to accurately assess what students know and, most importantly, understand.
- Monitoring of teaching and learning is regular and generally follows an agreed system of evaluation. However, scores awarded do not always correlate to the perceived impact of teaching on student learning. The quality of teaching is often evaluated as good when significant weakness such as a lack of challenge has been noted as an area for development. Consequently, over time the school's evaluation is not fully accurate.
- School improvement plans are adequate. They are fully focused on addressing the key weaknesses noted at the last inspection including those relating to the National Agenda. Most actions planned are appropriate and a few measure success by the impact on student attainment and progress. In too many instances success is measured by the consistent application of agreed routines rather than the impact they have on students' outcomes.
- The improvement in provision and student achievement in the middle phase has been maintained. The identification of students with SEND has improved. However, whilst data is fully analysed, the impact of this is lost due to inaccuracies in assessment. This is one of the key reasons why the school has not been successful in improving provision, attainment or progress in the primary phase.

### Partnerships with parents and the community

Good

- Parents feel included in the life of the school and in decisions about their children's learning, especially in their choice of curriculum. They are positive about assigned homework and encourage their children to read at home. Their ideas about school improvements are regarded and sometimes used to improve educational standards.
- Communication between home and school is strong. Teachers and leaders are easily accessible by phone and email and the school online portal provides regular updates about each student's learning and development. Parents of students with SEND also feel well informed and are respected as partners in their children's learning journey.
- Detailed reports on each student's progress in academic and personal development are posted online each term and include the opportunity for parent-teacher conferences to discuss achievements and next steps for learning. Reports do not enable parents to compare their children's performance with others internationally.
- Parents are enthusiastic about additional extra-curricular activities and competitions offered. These regularly provide their children with national and international experiences. Both the business competition and science expo provide avenues for students to participate in the global community. The school's collaboration with schools in India is noted as an important partnership which impacts positively on learning in the upper phases.



## Governance

Good

- The governing board places strong emphasis on gathering views from a range of stakeholders by wide representation on the board and through actively seeking evaluation from external consultants. As a result, governors have a detailed knowledge of the work of the school.
- Through a rigorous system of performance management, senior staff are held to account for school performance. Student performance, including that relating to their personal development, features strongly in discussions and the decisions taken at board meetings.
- The governing board exerts a positive influence on the school, contributing to improved provision to meet students' needs such as in the staffing and expansion of the SEND department. Whilst actions have been taken, the board has not been successful in ensuring that provision and student achievement has improved sufficiently in primary, or that the school fully meets National Agenda Parameter registration requirements.

## Management, staffing, facilities and resources




Acceptable

- The day-to-day management of the school is well organised. A friendly, welcoming atmosphere exists and makes a positive impact on students' personal development. The school's procedures and routines are effective in enabling the efficient movement around the school with such a large number of students. However, both students and parents comment negatively on the split shift organisation of the school day.
- The school is adequately staffed with qualified teachers. The annual turnover of teachers in primary is contributing to the slower rate of improvement. Some teachers do not have teaching credentials. All teachers are provided with professional development opportunities. This, however, has not been successful in improving the quality of teaching in primary from acceptable to good.
- The buildings and grounds are out-dated and in need of renovation in order to meet the teaching and learning needs of all the students and staff. With some exceptions, many of the classrooms are not clean, especially at the end of the school day.
- Resources have been improved with a welcome addition to the library of computers, which are available to students throughout the day. However, the library resources do not meet the teaching and learning needs for all subjects. Many of the resources are outdated or do not enable high achievers to extend their learning.

## The views of parents, teachers and senior students

### The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <b>Parents*</b>	<b>2016-2017</b>	1007
	<b>2015-2016</b>	681
 <b>Teachers</b>	208	
 <b>Students</b>	590	

\*The number of responses from parents is based on the number of families.

- Almost all parents who responded to the survey are very positive about the school and the progress their children are making in both academic and extra-curricular activities. They are supportive of their children's understanding of Islam and the culture of the UAE. They believe their children are being guided to become able and caring adults.
- A few parents do have some concerns around school fees and the late timings of the school day for the boys. They also express concerns about the quality of the English spoken in classes and the appropriate uses of technology for all phases.
- Almost all teachers who responded to the survey are overwhelmingly positive about the school. In their comments they noted their efforts to provide emotional support for their students beyond their teaching duties. This sometimes results in teachers' feeling of pressure to complete all aspects of their job description.
- The majority of secondary phase students responded to the survey. They request surprise inspections of the school, better facilities and a revision of the school timings. They also feel that students are not always treated equally and respectfully.

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)